



ENGLISH 101:



“Beginning College Writing”

*“The classroom remains the most radical space of
possibility in the academy.”*

-bell hooks

•**Term:** (insert)

•**Course Day/Time:** (insert)

•**Course Location:** (insert)

•**Course Instructor:** Christina Kolas, BA, MA, PhD

•**Short Instructor Bio:** I received my BA in English and MA in English from CSU Fullerton in 2018 and 2020. I received my PhD in English from Claremont Graduate University in 2025 where my research focuses on the early modern period. I have several publications on English Renaissance Literature in relation to feminine psychology, critical race studies, neurodiversity, and women’s and gender studies. I have been teaching beginning college writing courses at ___ for __ years. I also love going on hikes with my sisters, lifting weights, finding new coffee shop spots to grade papers, and spending time by the beach with friends.

•**Contact Email:** christina.kolas@cgu.edu (*I check my email daily. This is the best way to reach me 😊.)

•**In-person /Virtual Office Hours:** (insert days and times). Or please email me to make an appointment for a time and day that works for you.

COURSE INFORMATION:

•**Credit Units:** (insert)

•**Course Description:** “Beginning College Writing” will help you develop the skills necessary for meaningful writing, not only in college, but in the professional, civic, and personal parts of your lives. This course is designed to develop general reading, writing, and critical thinking skills that you can apply in different kinds of writing situations, while building your experience and confidence to critically interpret and respond to multiple genres and modes of textual and visual presentation. You will examine the processes and effective strategies that writers can follow to create and produce effective texts. Through varied readings and engagement with writing and argument across and outside of academia, we will be better equipped to understand and adopt the various genres of writing we can possibly encounter in our studies and in the workplace. While writing is a cognitive activity, it is a social act as well. Not only will you have a variety of opportunities to read and to write our own work, but you will have the chance to share your writing with peers and collaborate with your peers. The late great bell hooks once wrote in *Remembered Rapture : The Writer at Work*, “Writers will always censor their work to push it in the direction that will ensure it will receive acclaim.” This course is not one of censorship, but deep self-reflection, belonging, and community where we can all find our voice, on paper and the world beyond.

•**Student Learning Outcomes (SLOs):** In addition to mastery subject matter, you will be able to accomplish the following outcomes upon your completion of English 101, “Beginning College Writing”:

- 1) You will be able to value writing as a process, both solo and collaborative, upon demonstrating an application of literary devices like persuasion, authorial voice, tone, and style, as evidenced by a Definition Essay, Literacy Narrative, Annotated Bibliography, and Final Research Paper.
- 2) You will be able to effectively review instructor feedback, as well as rewrite your own writing while generating useful peer feedback (not limited to grammar) in

response to the writing of others through the practice of collaboration and thoughtful critique that avoids polarized debate.

- 3) You will be able to apply your major's customary citation style, employ ethical citations, and evaluate information from a variety of scholastic and popular sources as evidenced by the creation of an Annotated Bibliography and Final Research Paper on a field-based topic of your choice.
- 4) You will be able to analyze and summarize a range of literary texts, digital sources, and forms of media for theme, structure, and interpretive connection to past and present social issues as evidenced by course discussions, Weekly Journals, an Annotated Bibliography, and a Final Research Paper.

•Diversity, Equity, and Inclusion (DEI) Statement: My philosophy of teaching is that students learn the best in environments, both in-person and virtually, that foster comfortability and heartfelt acceptance. I apply bell hooks' principles of love and belonging in the classroom to cultivate a vision of mutuality where diversity, equity, and inclusion are not wishful thinking, but an active and everyday practice. My hope is to create a classroom culture that is productive over destructive. I aim to cultivate an unwavering love and dedication to equitable outcomes, inclusive practices, and recognizing the critical dialogue surrounding the intersections of diversity, equity, and inclusion in my teaching scope.

COURSE MATERIALS:

• *The Norton Field Guide to Writing: with Handbook, MLA 2021 and APA 2020 Update Edition (Fifth Edition)*; ISBN: 978-0393885736

• Recommended website for discounted books: https://www.thriftbooks.com/w/the-norton-field-guide-to-writing-with-handbook-second-edition_richard-bullock_francine-weinberg/837797/item/35333528/?gclid=EAIaIQobChMIJmAwuyM9gIVShmtBh2XlgHcEAQYASABEgLPQ_D_BwE#idiq=35333528&edition=20543820

• In light of the COVID-19 pandemic, I wanted to make your purchasing of texts minimal. You are only required to purchase one text for this course. An e-book or hard copy will suffice. I recommend purchasing the fifth edition to make sure assigned pages for homework match the course outline.

• The remaining material will be posted on Canvas as a .pdf file or as URL links under the specific week's modules.

COURSE GRADING PLAN:

Class Element	Points Allocated	% Allocated
Weekly Journals (10 total)	50 points	Approx. 17% of overall grade
Definition Essay (3+ pages)	50 points	Approx. 17% of overall grade
Literacy Narrative (4+pages)	50 points	Approx. 17% of overall grade
Three In-Class Peer Review Sessions (for your Definition Essay, Literacy Narrative, and Final Research Paper)	50 points	Approx. 17% of overall grade
Annotated Bibliography	50 points	Approx. 17% of overall grade
Final Research Paper (6+pages) <i>plus</i> one-on-one conference w/ instructor	50 points	Approx. 17% of overall grade
TOTAL:	300 points	100%

COURSE GRADING SCALE:

Percentage	Letter Grade	Percentage	Letter Grade
98-100%	A+	77-79%	C+
92-97%	A	73-76%	C
89-91%	A-	70-72%	C-
87-88%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
		0-59%	F

MAJOR COURSE ASSIGNMENTS:

•**Weekly Reading Journals:** You will write **ten**, one-page, double-spaced reading journal entries throughout the semester. Your journals are informal responses to the day's reading/assignment and the topics are open. You can type your journals or write them by hand. If you write them by hand, you need to scan a copy and upload it to Canvas. You are also more than welcome to utilize different forms of media to create a journal. For example, you can use tools like GitMind or Canva. I encourage you to be as creative as possible and choose whichever option allows you to critically think and express your thoughts, ideas, and inquiries the best. I will specify certain days where journals are not required. Each journal entry should include at least one discussion question or insight that you would like to share with me or the class. Journals are due (insert day of week) by (insert time) on Canvas before class. *You will receive full credit if you turn in the assignment on time before class, meet the minimum writing length, and include one discussion question or insight. Refer to Canvas for full instructions.

•**Definition Essay:** In this introductory course essay, I am asking you to self-reflect on a simple word: *LOVE*. Love is a convoluted term and it continues to be defined and redefined in our culture. I want you to define "love" in your own words. What does *love* mean to you? Dig deep. Is it defined through a person in your life? Is it a hobby? Is it your job? Is it your faith? Is it a song? Is it a book? Is it a movie? Is it a sport? Do not simply state a textbook definition of love. You can use one to start with as context, but explain what love is in your own words and provide examples. You will draft a clear, well-worded, and insightful thesis that states your definition of "love." Your paper must be a minimum of 3 full pages. Final drafts are due on (insert date) by (insert time) on Canvas. *Grades are based on your ability to address the writing prompt with a clear thesis, paragraph development/organization/evidence, citation format, and overall tone/style. Refer to Canvas for full instructions.

•**Literacy Narrative:** Considering this is a course on reading and writing, I want you to reflect on your own journey to "literacy." In this essay, you can explore the joys and/or difficulties you have experienced with language while learning to read and write. What is your first memory of

reading and writing? Did it come easy to you? Did you struggle? Fundamentally, how did arrive at this point to be the scholar you are today? This is a chance to trace your roots and patterns to literacy, reflect on how far you have grown (and will continue to grow in this class) in your writing and reading identity, while also acknowledging literacy as a mode of social division. Your paper must be a minimum of 4 full pages. Final drafts are due on (insert date) by (insert time) on Canvas. *Grades are based on your ability to address the writing prompt with a clear thesis, paragraph development/ organization/ evidence, citation format, and overall tone/style. Refer to Canvas for full instructions.

•**Three Peer Review In-Class Sessions:** You are required to participate in 3 in-class Peer Review group sessions. Your writing will be discussed in small groups. You must provide at least 2 to 4 pages of writing. You will be required to provide copies of your drafts to your writing group. It is up to your group if you want to provide hard copies or digital copies. Choose a method you all agree on. Part of becoming a well-rounded writer is learning to appreciate others' ideas and responses to our writing and then to judge the helpfulness and usefulness of others' suggestions. Even though you are graded for your participation in three peer review sessions, I expect you to put forth your best effort to give thoughtful, kind, supportive, and useful feedback for your peers' future development of their writing. This extends beyond grammar corrections. Focus on content, too! Your job is to help your peers fill in the gaps. Rubrics and/or guided questions will be provided on the day of your Peer Review sessions to make sure you walk away with tangible suggestions. *Grades are based on a credit/no credit basis. Please make a conscious effort to be in class on these days. If something comes up, I understand. Just send me an email ahead of time and we can work it out. Refer to Canvas for full instructions.

•**Annotated Bibliography:** As undergraduate students, I want to make ensure that you are equipped with foundational tools to become better writers, researchers, and scholars. You will write an Annotated Bibliography on 5 sources relevant to your final research paper (explained below). Each entry should be formatted in MLA style (or another format you use for your major) and be followed by a paragraph in which you: identify the author's central argument(s); specify how the author develops their case; explain how the text relates to your other sources. You must use at least 5 sources. Also, please provide a one-paragraph description of your final essay topic

to accompany your annotated bibliography. Explain how these sources will aid in your writing process. This assignment is due on (insert date) by (insert time) on Canvas. *Grades are based on proper citation style, your use of a minimum of 5 sources related to a topic in your major, and your ability to succinctly assess the author's argument and credibility while placing them in conversation with other sources. Refer to Canvas for full instructions.

•**Final Research Paper:** Your term project will be a final research paper. Your final paper must be 6 pages with 5 scholarly sources and it will be on a social topic of your choosing that is relevant to your major. You will state a social problem, why it is a problem in your major, what causes the problem, who does the problem effect, and finally, propose a reasonable solution with a counter-argument. The basic features of an argumentative paper are 1) a well-defined issue 2) a clear thesis statement 3) reasons and supporting evidence 4) counterarguments to objections 5) appropriate tone 6) and clear organization. This assignment is due the week before finals on (insert date here) by (insert time here) on Canvas. *Grades are based on your ability to address the writing prompt with a clear thesis, paragraph development/organization/ evidence, citation format, and overall tone/style. Refer to Canvas for full instructions.

Also, In lieu of conducting class the week of finals, I will host one-on-one conferences (in-person and/or virtual) where we will discuss final paper feedback, as well as your overall performance in the course. I will provide strengths and weaknesses in your writing for further application in your college/professional career.

COURSE GUIDELINES:

•**Course Communications:** Do not hesitate to reach out at any point this semester. The best way to get in touch with me directly is through email. I will do my best to return emails within 3-5 school days (not counting weekends). If I need to make any important class announcements about assignments or course-related topics, I will send notifications through Canvas. You may adjust your settings to have Canvas messages forwarded to your university email; in turn, you may set your university email to forward to a different, preferred email account, if you wish.

• **Course Engagement:** You are not graded for how much you speak in class. Because this course is an undergraduate foundational course, active participation of all class members is much appreciated; however, I think participation and engagement take place in many forms. This is why your weekly reflection journals are an important form of engagement to show me what you are thinking and what questions you want to ask or insights you want to bring to the table. I do not expect everyone to speak every single class session. We are human. We have our off days. All I am asking is for you to make a conscious effort to keep up with the assigned readings and assignments and “participate” in any format you are most comfortable with.

• **Instructor Feedback:** I will do my best to return papers within two weeks (14 days) of submission. I supply detailed comments on every paper to further your growth as scholars, writers, and critical thinkers. I will also comment on and glance at your weekly reflections before class sessions to drive our discussions. All feedback will be supplied through Canvas.

• **Attendance:** It is my hope that you attend as many course sessions as you are so able. I understand things come up in life like if you run into traffic on your commute or have a family emergency. If you anticipate an upcoming absence, please do your best to email me when you can. If you miss more than three class sessions, I will reach out to you to set up a one-on-one meeting to create a success plan for the remainder of the semester. This is a non-punitive meeting. I want to make sure you have the accommodations you need to finish the semester. When in doubt, come talk to me. Additionally, as the instructor, I will do my absolute best to be in class on time. If there comes a time where something comes up and I am late, I would appreciate you waiting at least fifteen minutes for me. If I do not arrive within that time frame or if I do not communicate with you via Canvas regarding my whereabouts, you are entitled to leave.

• **Assignments/Deadlines:** All assignments in this course are equally weighted. I do not believe in having high stakes assignments. My goal is to thoughtfully create assignments across multiple modalities and forms of expression that better prepares you all as learners to benefit your futures, both in and outside academia. I understand that college is a busy time and things come up where we are not always able to meet deadlines. This is why I offer a one-week “GRACE PERIOD” for all assignments. What this means is that you will not lose points if you turn an assignment in up to seven days “late.” However, this does not apply to your weekly journals or to your final paper. Final term papers must be submitted by the assigned due date to ensure I can submit grades on time to the registrar and prep for our 1-1 conferences. If you wish to use the grace period for any other assignment, please contact me in advanced via email or in office hours, so I can note that you will be turning in the assignment at a later time. I want to be accommodating by offering

stretch deadlines to allow you a range of time in which you can submit an assignment. Life happens, lose deadlines help.

•**Academic Dishonesty & Professional Ethics:** The work you complete in this course must be your own. Plagiarism will not be accepted. You must explicitly acknowledge when your work builds on someone else's ideas. If you ever have questions about drawing the line between authors' work and your own, please ask me for direction. Additional information on (insert institution's name) 's Policy and Procedures for Violations of Standards of Academic Integrity can be located at: (insert link to webpage here). The campus library and writing center have plenty of resources on academic honesty and integrity, including the following online links and tutorials: (insert link). Overall, you will recognize the difference between working *with* an author's ideas and what it means *to take from* an author's ideas. If I suspect plagiarism, I will run papers through Turn It In. Citing authors is part of academia, but you will learn how to do so ethically in this course. For more information on policies and procedures, visit: (insert link).

•**Dis/Ability and Neurodivergence Support:** If you have a dis/ability or identify as a neurodivergent person and believe you may need an accommodation such as materials in an alternate format, preferential seating, sign language interpreting, real-time captioning, access to assistive technology, and/or test accommodations, per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact (insert name) at (insert email) or call (insert phone). Please feel free to discuss your needs with me as well, and I am happy to provide you with accommodations. All students with disabilities will be accommodated. For more information, visit: (insert link).

•**Technology:** In class you are allowed to use laptops, kindles, tablets, or any other academic-related device that will assist your learning process. You are allowed to use technology of your choice, but make sure you are present and not disruptive. If you need to take a phone call or text, you are more than welcome to step outside.

•**Well-Being:** Burnout happens very often in college. I want to emphasize that taking time for self-care is *not* selfish. Make sure you are getting enough sleep, eating well, monitoring physical and mental health, and trying your best to obtain a work/life balance. College is not always about homework and assignments. Take some time to enjoy the journey, too.

•**Food and Drink:** You are more than welcome to eat or drink during class. Make sure all items have lids to prevent spilling. All I ask is you leave the space the way you received it.

•**Extra Credit:** There will be no extra credit offered in this course.

•**Recordings:** To ensure a safe learning space while considering privacy concerns, I will not be recording course sessions if we happen to be in a virtual environment for the session. If you are absent, speak to a classmate or me to see what you missed.

LEARNING SUPPORT RESOURCES:

- **Library:** The campus library can assist you in your pursuit, discovery, and creation of knowledge, as well as intellectual and global engagement. For more information, visit: (insert link).
- **Writing Center:** The Writing Center offers all registered students the opportunity to receive writing assistant. In one-on-one tutorials, you can work with a tutor to proofread and/or create specific assignments, as well as improve your overall writing skills. You can expect to engage in conversations about your assigned topics, the thesis of your writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics to convey the intended meaning of your writing. The Writing Center exists to help you during any phase of your writing process. The Writing Center is located at (insert building). You can contact them via phone at (insert phone) or via email at (insert email) to make an appointment. For more information, visit: (insert link).
- **Office of Information Technology (OIT) :** OIT provides strategic technology solutions with a 24-7 Help Desk, as well as assistance on things like email, wireless connectivity, web conferencing platforms, Canvas, equipment check-out, etc...Do not forget that all current students, faculty, and staff get free access to Office 365. For more information, visit: (insert link). I also recommend using a bibliographic tool to keep track of your research. Zotero is a good source and free to students: <https://www.zotero.org> .

PERSONAL & PROFESSIONAL RESOURCES:

- **Career Center:** The Career Center can help you discover and/or refine your career vision, develop a career planning timeline, prepare for interviews and salary negotiation in addition to helping you craft strong application documents. Schedule an appointment with the Career Center through (insert link). For more information, visit: (insert link).
- **Medical/Health Services:** Our campus offers health insurance plans. For more information, visit: (insert link).
- **Mental Health & Counseling:** College is hard. Your sense of well-being and positive mental health is important in helping you juggle many different roles and responsibilities. However, it is normal to feel overwhelmed and anxious. If you ever find yourself struggling, there is power in seeking out resources and asking for help. Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students on campus. Our well-trained team of professionals offer goal-oriented support for a range of services in a confidential and safe environment. For more information, visit: (insert link).
- **Title IX Accommodations:** As students, you all have a right to study in a safe atmosphere free of sexual violence, harassment, bias and discrimination. Title IX protects individuals from sex and gender discrimination, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking. Should you wish to report an incident, call (insert individual) (insert phone) or email (insert email). Additionally, if I learn of any potential violation of our gender-based misconduct policy (rape, sexual assault, dating violence, domestic violence, or stalking) by any means, as a mandated reporter, I am not only committed to anti-discrimination and anti-harassment, but I am required to notify the campus Title IX Coordinator (insert name if applicable) of any misconduct. For more information, visit: (insert link).
- **Community Groups:** I encourage you to get involved with campus organizations, clubs , and/or peer mentor programs that provide you with the opportunity to engage with like-minded

people outside of the classroom. Cultivating an inclusive community is a vital part of enriching your college experience, both personally and professionally. For more information, visit: (insert link/s).

- **Campus Security:** If you are in an emergency on campus, dial 9-1-1, or contact campus safety by dialing (insert phone). Emergency phones are located on campus that directly connect you to campus safety services at any time. Safety escort services can be used any time by dialing the following extension (insert here). Information on parking and vehicle/bicycle registration can also be found on (insert link). For more information, visit: (insert link).

- **LGBTQ+ Resources:** The campus center embraces intersectionality and serves the lesbian, gay, bisexual, transgender, queer, questioning, asexual, omnisexual, and pansexual communities, as well as allies. For more information, visit: (insert link).

- **Dis/Ability Support:** If you have a dis/ability and believe you may need an accommodation such as materials in an alternate format, preferential seating, sign language interpreting, real-time captioning, access to assistive technology, and/or test accommodations, per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact (insert name) at (insert email) or call (insert phone). Please feel free to discuss your needs with me as well, and I am happy to provide you with accommodations. All students with disabilities will be accommodated. For more information, visit: (insert link).

- **COVID-19 Resources:** The university has several resources for students to use to help with hardships caused by the COVID-19 pandemic. Some examples include Food Assistance, Childcare, Housing, etc... For more information, visit: (insert link).

- **Financial Aid:** In college, it is important to explore your financial aid options to finance your undergraduate education as much as you can to ease the burden of college debt. For more information, visit: (insert link).

• **Emergency Protocols:** If taking in-person courses, students should be aware of what needs to be done in the case of an emergency, such as an earthquake, a fire, or other disasters, natural or otherwise. Be sure to take a look at the campus preparedness website for safety communications. For more information, visit: (insert link).

COURSE SCHEDULE:

• **Side note 1:** I reserve the right to make changes that may include cutting/adding assignments and/or modifying activities in this course schedule when needed.

• **Side note 2:** If you see this “©” symbol next to an assignment or source, that means you will find .pdf or .docx copies for download on Canvas.

• **Side note 3:** All of the readings *must* be read in preparation for the class date listed in the center column as “Session Focus & Preparation.” Note any items you must read and/or bring to class.

DATE/ SESSION	SESSION FOCUS & PREPARATION	ASSIGNMENTS DUE
Wk. One (Date: __)	Session Focus: Welcome to the class! <ul style="list-style-type: none"> ○ Class Introductions ○ “Where do you know from” Activity ○ Syllabus Overview ○ Discuss bell hooks’ <i>All About Love: New Visions</i> <ul style="list-style-type: none"> ○ How can we cultivate a pedagogy of love and belonging? 	Weekly Reflection Due (insert date) by (insert time) on Canvas. <i>*Use this entering reflection to briefly discuss what you want to get out of this course. What are your strengths/weaknesses in reading and writing? Do you like writing? Why? Why not?</i>
Wk. Two (Date: __)	Session Focus: Introduction to Academic Reading and Writing <ul style="list-style-type: none"> ○ <i>How do I <u>write</u> in academic contexts?</i> ○ <i>How do I <u>read</u> in academic contexts?</i> ○ <i>How do I develop academic habits of mind?</i> Pre-Class Preparation: <ul style="list-style-type: none"> ○ Read: Richard Bullock’s <i>The Norton Field Guide to Writing:</i> <ul style="list-style-type: none"> ○ Chapters One and Two: pages 1-11, 16, 20, and 25 ○ Chapter Three: pages 33-44 ○ Chapter Four: pages 45-52 In-Class:	Weekly Reflection Due (insert date) by (insert time) on Canvas.

	<ul style="list-style-type: none"> ○ Watch: Mark Hernandez’s “Life Lessons and College Adventures in College Essay Writing” for TEDxGunnHighSchool ○ Group discussions and/or lecture 	
Wk. Three (Date: __)	<p>Session Focus: Rhetorical Situations</p> <ul style="list-style-type: none"> ○ <i>How do I target purpose, audience, genre, and focus on my stance in my academic writing?</i> <p>Pre-Class Preparation:</p> <ul style="list-style-type: none"> ○ Read: Richard Bullock’s <i>The Norton Field Guide to Writing</i>: <ul style="list-style-type: none"> ○ Chapters Five to Nine: pages 53-68 <p>In-Class:</p> <ul style="list-style-type: none"> ○ Group discussions and/or lecture ○ Discuss Definition Essay Requirements 	Weekly Reflection Due (insert date) by (insert time) on Canvas.
Wk. Four (Date: __)	<p>Session Focus: In-class Peer Review #1</p> <ul style="list-style-type: none"> ○ <i>Why are ‘shitty first drafts’ important?</i> ○ <i>What is collaborative writing?</i> ○ <i>How do I use a rubric and guided questions to help peers develop their writing with suggestive feedback for form and content?</i> ○ <i>How do I reference a peers’ suggestions to improve my own writing?</i> <p>Pre-Class Preparation:</p> <ul style="list-style-type: none"> ○ Read: Anne Lamott’s “Shitty First Drafts” © ○ Bring: a minimum of 2 pages or an outline/brainstorm of your Definition Essay for Peer Review Day #1 	Weekly Reflection Due (insert date) by (insert time) on Canvas.
Wk. Five (Date: __)	<p>Session Focus: R.E.P. (Revise, Edit, Proofread)</p> <ul style="list-style-type: none"> ○ <i>What steps do I take to revise, edit, and proofread?</i> ○ <i>How do I know my paper is a “final” draft?</i> <p>Pre-Class Preparation:</p>	Weekly Reflection Due (insert date) by (insert time) on Canvas. Final Drafts of Definition Essay due on (insert date) by (insert

	<ul style="list-style-type: none"> ○ Read: Philip Vassallo’s article, “Protect Your R.E.P.! Revise, Edit, Proofread” © ○ Read: Richard Bullock’s <i>The Norton Field Guide to Writing</i>: <ul style="list-style-type: none"> ○ Chapter Thirty-Three Pages 356-360 <p>In-Class:</p> <ul style="list-style-type: none"> ○ Group discussions and/or lecture ○ Writing Center resource (guest speaker) 	<p>time) on Canvas. – instructor feedback will be given</p>
<p>Wk. Six (Date: __)</p>	<p>Session Focus: Literacy Narratives</p> <ul style="list-style-type: none"> ○ <i>What is a literacy narrative and why is it important?</i> ○ <i>How do I approach writing a literacy narrative?</i> <p>Pre-Class Preparation:</p> <ul style="list-style-type: none"> ○ Read: Richard Bullock’s <i>The Norton Field Guide to Writing</i>: <ul style="list-style-type: none"> ○ Chapters Ten: pages 75-87 <p>In-Class:</p> <ul style="list-style-type: none"> ○ Group discussions and/or lecture ○ Discuss Literacy Narrative Essay Requirements 	<p>Weekly Reflection Due (insert date) by (insert time) on Canvas.</p>
<p>Wk. Seven (Date: __)</p>	<p>Session Focus: In-class Peer Review #2</p> <ul style="list-style-type: none"> ○ <i>Why are ‘shitty first drafts’ important?</i> ○ <i>What is collaborative writing?</i> ○ <i>How do I use a rubric and guided questions to help peers develop their writing with suggestive feedback for form and content?</i> ○ <i>How do I reference a peers’ suggestions to improve my own writing?</i> <p>Pre-Class Preparation:</p> <ul style="list-style-type: none"> ○ Bring: a minimum of 2 pages or an outline of your Literacy Narrative Essays for Peer Review day #2 	<p>No reflection this week.</p>
<p>Wk. Eight (Date: __)</p>	<p>Session Focus: Approaching Research</p> <ul style="list-style-type: none"> ○ <i>How do I start researching for a paper topic?</i> ○ <i>Where do I locate scholarly sources?</i> 	<p>No reflection this week.</p> <p>Final Drafts of Literacy Narrative due on (insert date) by (insert time) on</p>

	<ul style="list-style-type: none"> ○ <i>How do I evaluate resources for credibility?</i> ○ <i>How do I synthesize an author's ideas and argument?</i> <p>Pre-Class Preparation:</p> <ul style="list-style-type: none"> ○ Read: Richard Bullock's <i>The Norton Field Guide to Writing:</i> <ul style="list-style-type: none"> ○ Chapters Forty-Seven to Fifty: pages 477-525 <p>In-Class:</p> <ul style="list-style-type: none"> ○ Introduce Final Research Paper Assignment (<i>*start thinking of your topics now</i>) ○ Group discussions and/or lecture 	<p>Canvas. –instructor feedback will be given</p>
<p>Wk. Nine (Date: __)</p>	<p>Session Focus: Annotated Bibliography (Part I)</p> <ul style="list-style-type: none"> ○ <i>What is an Annotated Bibliography and why is it important in academia?</i> ○ <i>How do I research for scholarly and popular sources?</i> <p>Pre-Class Preparation:</p> <ul style="list-style-type: none"> ○ Read: Richard Bullock's <i>The Norton Field Guide to Writing:</i> <ul style="list-style-type: none"> ○ Chapters Fifteen: pages 190-201 <p>In-Class:</p> <ul style="list-style-type: none"> ○ Discuss Annotated Bibliography Assignment Requirements ○ Group discussions and/or lecture ○ Brainstorm final paper topic ideas in small groups. 	<p>Weekly Reflection Due (insert date) by (insert time) on Canvas.</p>
<p>Wk. Ten (Date: __)</p>	<p>Session Focus: Annotated Bibliography (Part II) -- Workshop Day</p> <ul style="list-style-type: none"> ○ <i>How do I find and evaluate research to support my argument/s and counter-argument/s?</i> <p>Pre-Class Preparation:</p> <ul style="list-style-type: none"> ○ Read: Richard Bullock's <i>The Norton Field Guide to Writing:</i> 	<p>Weekly Reflection Due (insert date) by (insert time) on Canvas</p>

	<ul style="list-style-type: none"> ○ Skim the MLA citations conventions on pages 548-596 ○ OR if your major uses APA citations, skim pages 597-636 <p>In-Class:</p> <ul style="list-style-type: none"> ○ <u>Annotated Bibliography Workshop Day!</u> ○ Use this class time to work on your Annotated Bibliography with me and your peers in group discussions ○ Remember: this assignment does a lot of the leg work for your final paper. Use this time wisely! 	
<p>Wk. Eleven (Date: __)</p>	<p>Session Focus: Ethical Writing and Academic Integrity</p> <ul style="list-style-type: none"> ○ <i>What is plagiarism?</i> ○ <i>How do I quote and cite sources ethically?</i> <p>Pre-Class Preparation:</p> <ul style="list-style-type: none"> ○ Read: Richard Bullock’s <i>The Norton Field Guide to Writing:</i> <ul style="list-style-type: none"> ○ Chapter Fifty-One and Fifty-Two: pages 526-543 ○ Listen: The Cult of Pedagogy Podcast episode on “Teaching Students to Avoid Plagiarism” https://podcasts.apple.com/us/podcast/63-teaching-students-to-avoid-plagiarism/id900015782?i=1000381908955 <p>In-Class:</p> <ul style="list-style-type: none"> ○ Group discussions and/or lecture ○ Plagiarism Pair Activity 	<p>Weekly Reflection Due (insert date) by (insert time) on Canvas.</p> <p>Final Drafts of Annotated Bibliography due on (insert date) by (insert time) on Canvas. – instructor feedback will be given</p>
<p>Wk. Twelve (Date: __)</p>	<p>Session Focus: Final Research Paper 101; Argumentative Paper Refresher Session</p> <ul style="list-style-type: none"> ○ <i>How do I argue a position?</i> ○ <i>How do I back up assertions with evidence and ethically cite them?</i> ○ <i>How do I address counter-arguments?</i> <p>Pre-Class Preparation:</p>	<p>Final Weekly Reflection Due (insert date) by (insert time) on Canvas.</p> <p><i>*Use this final reflection entry to discuss what you felt about this course. What did you learn?</i></p>

	<ul style="list-style-type: none"> ○ Read: Richard Bullock's <i>The Norton Field Guide to Writing</i>: <ul style="list-style-type: none"> ○ Chapter Thirteen: pages 157-184 ○ Continue working on final paper outlines/drafts <p>In-Class:</p> <ul style="list-style-type: none"> ○ Group discussions and/or lecture ○ Use remainder of class to work on final research paper progress 	<i>What do you want to continue working on? etc... Just a paragraph will do.</i>
<p>Wk. Thirteen (Date: __)</p>	<p>Session Focus: In-class Peer Review #3</p> <ul style="list-style-type: none"> ○ <i>Why are 'shitty first drafts' important?</i> ○ <i>What is collaborative writing?</i> ○ <i>How do I use a rubric and guided questions to help peers develop their writing with suggestive feedback for form and content?</i> ○ <i>How do I reference a peers' suggestions to improve my own writing?</i> <p>Pre-Class Preparation:</p> <ul style="list-style-type: none"> ○ Bring: a minimum of 3-4 pages or an outline of your Final Research Essays for Peer Review day #3 	No reflection this week.
<p>Wk. Fourteen (Date: __)</p>	<p>Session Focus: Finals Week Writing Workshop</p> <p>Preparation:</p> <ul style="list-style-type: none"> ○ Finish up your final papers! ○ Use class time to write, workshop, and ask further questions before final drafts are due on (insert date) ○ OR use this time to make an appointment with the Writing Center ☺ 	<p>No reflection this week.</p> <p>Final Drafts of Research Paper Narrative due on (insert date) by (insert time) on Canvas.</p>
<p>Wk. Fifteen (Date: __)</p>	<p>Finals Week: One-on-One Instructor/Student Conferences</p> <p>Pre-Class Preparation:</p>	No reflection this week.

	<ul style="list-style-type: none"> ○ In lieu of class, sign up for a 15-minute conference with me via Canvas. I will provide a Calendly link. ○ We can meet in-person or on Zoom. Be sure to email me your preference, please. <p>Conference Topics:</p> <ul style="list-style-type: none"> ○ We will be discussing final paper feedback, as well as your overall performance in the course. ○ I will provide strengths and weaknesses in your writing for further application in your college/professional career. 	<p><i>*Reminder: Make sure you have turned in a total of 10 journals by the end of the semester. You can turn in any you missed with no penalty.</i></p>
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THANK YOU FOR BEING HERE THIS SEMESTER 😊

“The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of our-selves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.”



-bell hooks